



Analysis of character education content in 2013 social studies curriculum text books

Kurnia Rahmasari *, Sapriya Sapriya, Yeni Kurniawati

Universitas Pendidikan Indonesia.

* Corresponding Author. E-mail: rahmasarikurnia06@gmail.com

ARTICLE INFO

Article History

Received:

6 Juli;

Revised:

1 July 2021;

Accepted:

1 July 2021;

Available Online:

8 August 2021

Keywords

Character Education;

Curriculum 2013;

Content Analysis;

Integrated Learning;

Social Studies

Textbook;

Spiritual and Social

Competence

ABSTRACT

Character education is the basis for forming a nation's quality character that does not ignore social values. This study aimed to determine the content of character education in the 2013 Curriculum Social Studies textbook. The method in this research is narrative content analysis with a qualitative approach. The data collection techniques used were documentation studies, text analysis of the social studies lesson in the 2013 curriculum for class VIII, and an interview with one of the social studies teachers who used this textbook. The research results obtained include: (1) The content of character education in the revised edition of the 2017 social studies subject textbook has been adjusted to the Regulation of the Minister of Education and Culture Number 20 of 2018 concerning Strengthening Character Education (PPK); (2) In the revised edition of the 2017 Social Studies textbook issued by the Ministry of Education and Culture, there are eight values in character education, namely religious, honest, disciplined, responsible, mutual cooperation, polite, tolerance, and trust self; and (3) Based on the results of the character load table that has been explained, it can be seen that there are 18 sentences that imply indicators of several character values and six sentences that explicitly contain several character values.



This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



How to cite:

Rahmasari, K., Sapriya, S., & Kurniawati, Y. (2021). Analysis of character education content in 2013 social studies curriculum text books. *Harmoni Sosial: Jurnal Pendidikan IPS*, 8(1), 57-63.

<https://doi.org/10.21831/hsjpi.v8i1.51707>

INTRODUCTION

According to Samlawi (2019) Character is the values of human behavior related to God Almighty, oneself, fellow human beings, the environment and nationality which are manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture and customs. Character education is the basis in the formation of a nation's quality character that does not have social values such as tolerance, togetherness, mutual cooperation, mutual help, respect, and so on. Supriadi (2018) explained that character education is a place where students are given individual freedom to know various values that are considered good, and are worthy of being fought for and fought for and used as guidelines for behavior in life both for themselves, the environment and God. .

Educators have a very important role for character education. Professional and character educators are educators who do their job well and instill positive values in their students (Hidayati, 2021). In the Regulation of the Minister of Education and Culture (Permendikbud) No. 20 of 2018

has explained Strengthening Character Education in formal education units as an educational movement to strengthen the character of students who work together between educational units, families and communities (Culture, 2018b).

At this time that has entered the digital world, improve character education for students from basic to higher education levels, because it will affect the quality of life. Various cases involving students are increasing every year. The Indonesian Child Protection Commission (KPAI) recorded cases involving students from 2016 to 2020 as many as 8586 cases, an increase of around 3000 cases from 2011 to 2016 data (Indonesian Child Protection Commission, 2021).

Textbooks are tools used to achieve learning objectives because they can be used by students in finding the knowledge provided so that the teacher acts as a facilitator (Sapriya, 2016). According to Yeni Kurniawati S (2019), textbooks are textbooks that contain knowledge of certain subjects compiled by experts in their fields aimed at helping students achieve learning goals according to the applicable curriculum. Textbooks according to Nana Supriatna (2020) as a guide for students such as preparing individually or in groups before learning activities in class. Interact in the learning process in the classroom. Do the tasks given by the teacher. self-desire for formative and summative tests or exams.

Education is one of the important media in overcoming cases of school students by forming and strengthening character in accordance with the goals of education and the noble values of Pancasila. In Permendikbud No. 35 of 2018 the content of character values that must be possessed by students according to the level of education has been described. Character values are contained in spiritual and social core competency standards that can be implemented in the learning process. Spiritual Competence: Appreciating and living the teachings of the religion they adhere to (Culture, 2018a). Social Competence: Appreciating and living honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of association and existence (Culture, 2018a).

This research makes an important contribution to the field of character education, especially in the context of Social Studies learning at the junior high school level. Through content analysis of social studies textbooks in the revised edition of Curriculum 2013 2017, this study successfully identified various character values embedded in the learning materials. The findings not only confirm that character education has been integrated into the national curriculum, but also provide new insights into how the teaching of these values can be enhanced through more interactive and contextualised teaching materials.

In addition, this study makes a practical contribution to educators, by showing the importance of the teacher's role in adapting textbook materials to teach character values effectively. The finding that the implementation of character education relies heavily on teachers' ability and initiative suggests the need for continuous professional development for educators to improve their competence in teaching character. Thus, this study not only provides an assessment of the quality of textbooks, but also offers recommendations to improve character education in Indonesian schools, which in turn can contribute to the formation of a more moral and ethical young generation.

This study also complements previous literature that emphasises the importance of character education integration in textbooks and the strategic role of teachers in the process (Hutama, Anhar, & Haidar, 2019; Mardikarini & Suwarjo, 2016). As such, this study enriches the understanding of how character education can be implemented more effectively in schools and provides a foundation for further research in an effort to strengthen character education at various levels of education.

METHOD

Object of Research

The object of research in this study uses a textbook for social studies class VIII. The textbook is the Social Studies Student Textbook for class VIII Curriculum 2013 Revised 2017 Edition, published by the Ministry of Education and Culture. The identity of the book is as follows. book title: social sciences; published year: 2017 (revised edition); mold : 2nd printing; book thickness : 300 pages; and book size: 25 cm.

Research Methods

The research method used in this research is narrative content analysis or qualitative narrative content analysis. The research method is basically a scientific method to obtain data for certain purposes and uses (Sugiyono, 2018). Holsti's 1996 statement as quoted by Moleong in qualitative research meteorology explains that content study is any technique used in drawing conclusions through efforts to find the characteristics of the message and is carried out objectively and systematically (Moleong, 2018). Fraenkel and Wallen stated that content analysis is a technique used by researchers to examine human behavior indirectly through analysis of communication such as: textbooks, essays, newspapers and other types (Eriyanto, 2015).

Type and Design Research

As for research on the content of character values in the 2013 curriculum social studies textbooks, researchers will use a qualitative approach. The reason the researcher uses a qualitative approach is because the purpose of this study is to find out the content of the character values contained and the feasibility in terms of material, presentation, graphics, and language in student textbooks that will be presented naturally (Sugiyono, 2018).

Data Collection Technique

Data collection is nothing but a process of procuring data for research purposes (Creswell, 2017). To obtain data in accordance with the problems in this thesis, the researchers used data collection techniques in the form of study documentation, text analysis and interviews. In the document collection research, the syllabus, implementation plan (RPP), and other documents needed in the research were collected. Interviews in this study will be conducted with the Social Studies subject teacher class VIII to determine the content of character education contained in the textbook. Text analysis is the process of analyzing text data. Objects that are research from vocabulary, sentences, propositions, and paragraphs to explain and interpret a text

Research Instruments

In this study, the researcher acts as the main data collection tool. Researchers as human instruments, qualitative researchers are the main instrument that must have a high intellectual capacity related to the capacity of reflective and rational thinking used in research design, implementation, and reporting. The general characteristics of humans who are used as research instruments are stated by (Moleong, 2018) as follows: (1) Humans as instruments must be responsive (sensitive) to the surrounding environment. This will give the researcher an advantage in understanding the context of the research he or she is trying to understand; (2) Humans as instruments are almost unlimited, meaning that researchers are able to adapt to the situation of collecting data in their research at once, either in the form of interviews; documentation studies; and other data collection; (3) Humans as instruments utilize their imagination and creativity as a whole to provide opportunities for researchers to view the context of their research as something that gets meaningful attention in the environment they are studying.

(4) Humans as instruments are equipped with the ability to expand and improve this knowledge based on practical experience. This is useful for the research process, where the knowledge that has been obtained by the researcher has guided him into activities in the field to collect data; (5) Humans as instruments have the ability to process data as soon as they do research in the field, rearrange it, change the direction of investigation based on their findings, and formulate working hypotheses while in the field, and test working hypotheses on research subjects. This will lead researchers to conduct more in-depth observations and interviews in the data collection process.

(6) Humans as instruments have the ability to explain something that is not understood by the research subject or informant, if the information provided by the informant changes, the researcher immediately finds out and tries to dig up the information. Another ability is that the researcher is able to summarize the information told by the informant in the interview. This ability is used by researchers during interviews, and is useful for checking the validity of the data obtained;

obtain the consent of the informant about what he stated earlier; as well as providing an opportunity for informants to express important points about what was not covered in the summary; (7) Humans as instruments have the ability to explore different information, which was not originally planned, which was not anticipated in advance, or which did not occur normally. The ability of researchers is to seek and try to dig deeper, this is useful for the discovery of new knowledge.

RESULT AND DISCUSSION

In this study, the results show that the social studies textbooks of the 2013 curriculum revised in 2017 contain character education content that has been adjusted to the Minister of Education and Culture Regulation Number 20 of 2018 concerning Strengthening Character Education (PPK). The textbook contains various character values that can be found both explicitly and implicitly. Further analysis of the textbooks revealed some important points that will be discussed in detail below.

Analysis of Research Results

Based on the experience of this junior high school teacher, he explained that the results of the character education process can be seen from the attitude of students when interacting with friends, teachers or parents. Some students began to have a change in attitude such as appreciating the presence of the teacher by stopping talking in class or trying to do assignments and tests honestly.

In this study, the character content can be seen in accordance with the spiritual and social competencies that exist at the SMP/MTs level in accordance with Permendikbud No. 35 of 2018 which is described as Spiritual Competence which has the character of religious values. Social competence consists of character values of honesty, discipline, responsibility, mutual cooperation, tolerance, courtesy, and self-confidence.

In the revised 2017 edition of the Social Sciences textbook, there are examples of character development in the form of entrepreneurship carried out by someone who has physical deficiencies. The Inspiration section on page 90 is a story about the life of a person who lacks skills in making dollhouses, so he builds a dollhouse-making business. This entrepreneur has a confident character despite his shortcomings which was developed by his persistence to remain productive with his doll house business.

Character Values in Spiritual and Social Competencies

Based on Permendikbud No. 35/2018, the core competencies at the junior secondary school level include spiritual and social competencies. Spiritual competence includes appreciation and appreciation of religious teachings, while social competence includes values such as honesty, discipline, responsibility, mutual cooperation, tolerance, courtesy, and self-confidence. These values are found in various sections in the analysed textbooks.

For example, religious values are seen in the chapter that discusses tolerance between religious communities, where students are taught to respect different beliefs and practice religious teachings with full awareness. The values of honesty and responsibility appear in the context of learning about trade between regions and countries, where honesty in trade and social responsibility towards the economic environment are emphasised as part of the character that students should have.

Implementation of Character Values in Learning

In other parts of the textbook, there are efforts to develop character through inspirational stories. For example, on page 90 there is a story about an entrepreneur who, despite his physical limitations, managed to build a dollhouse manufacturing business. This story teaches the value of self-confidence and an unyielding spirit, which are important in shaping students' resilient character.

Stories like this play an important role in character education as they provide real-life examples that students can identify with. The use of powerful narratives that are relevant to students' daily lives helps in effectively instilling character values. According to Supriadi (2018), narratives delivered through engaging texts can increase student engagement in the learning process, which in turn strengthens the understanding and application of character values.

Challenges in Character Education Implementation

Nonetheless, the implementation of character education through textbooks also faces challenges. One of the main challenges is how teachers can consistently integrate these character values in every learning session. In an interview with one of the social studies teachers using this textbook, it was revealed that not all teachers have the same ability to identify and teach the character values in the textbook. This suggests the need for more intensive and continuous training for teachers, so that they can optimise the use of textbooks in character education.

In addition, there are also challenges related to students' understanding of abstract concepts such as social responsibility and tolerance. Therefore, more interactive learning approaches, such as group discussions and case studies, are needed to ensure that these values are truly understood and applied by students in their daily lives.

Comparison with Previous Research

The results of this study are in line with previous research conducted by Mardikarini and Suwarjo (2016), who found that the 2013 curriculum textbooks are indeed designed to integrate character education, although there is still room for improvement, especially in terms of deepening more contextualised material. Another study by Hutama et al. (2019) also supports this finding, showing that although textbooks contain many character values, their implementation in the classroom depends heavily on teachers' initiative and competence.

Recommendations for Textbook Development

Based on the above analyses, it is recommended that future textbooks not only include character values explicitly but also provide practical guidance for teachers in integrating these values in daily learning. The development of additional modules containing character-based learning scenarios and character assessment tools will also be very helpful in achieving more effective character education goals.

CONCLUSION

Based on the results of the research that has been described in the previous chapter, the conclusions of this study include: (1) The content of character education in the revised 2017 edition of the social studies subject textbook has been adjusted to the Regulation of the Minister of Education and Culture Number 20 of 2018 concerning Strengthening Character Education (PPK). One of the goals of national education is to shape the character and civilization of the nation's life, namely by building the character of students. Character education is an important part that must be mastered by students because it can help students in strengthening student character through harmonization of heart, taste, thought and body by involving family and society; (2) In the revised edition of the 2017 Social Science subject textbook issued by the Ministry of Education and Culture, it contains values in character education. The character load contained in the textbook can be seen explicitly and implicitly. Based on the results of the analysis, it can be seen that religious values are found in textbooks on pages 136, 194 and 198. Honest values are found in textbooks on pages 6, 49, 61, 83, 87, 88, 93, 105, 111, 126, 156, 161, 169, 175, 189, 221, 230, 257. Discipline values can be found in textbooks on Inter-regional or Inter-island Trade and International Trade. The value of responsibility is found in the textbook on pages 56, 64, 180, 212, 271. The value of tolerance is found in the textbook on pages 80, 100, 117, 127. The value of mutual cooperation is in the textbook on pages 44, 59, 63, 64, 67, 68, 85, 107, 115, 126, 139, 142, 144, 168, 178, 182, 196, 202, 205, 210, 232, 238, 270. Courtesy values in textbooks are on pages 194, 212; and (3) Based on the results of the character load table that has been explained, it can be seen that there are 18 meanings that imply character content implicitly and 6 explicitly. In general, this textbook provides an opportunity for all teachers to conduct individual analysis before giving material to students in order to find out the character content implied in the book.

ACKNOWLEDGEMENT

Users of social studies textbooks for SMP Curriculum 2013 such as teachers and students, include character content in the material that should be carried out with the Subject Teacher Consultation (MGMP) activities so that there are similarities between teachers. It is necessary to have a blue print of each learning material with the appropriate character so that when designing the lesson plan it can be well integrated. For students who receive education, character strengthening can also be applied according to what is in accordance with the 2013 curriculum.

REFERENCES

- Creswell, J. (2017) *Qualitative, quantitative and mixed methods approach*. Yogyakarta: Student Library. doi:10.21831/inertia.v16i1.31319.
- Eriyanto (2015) *Content analysis*. Jakarta: Prenadamedia Group. Available at: https://www.google.co.id/books/edition/Analisis_Isi/bLo-DwAAQBAJ?hl=id&gbpv=1&dq=definisi+analysis&pg=PA15&printsec=frontcover.
- Fikri, K. (2019) *Content Analysis of Indonesian Language Textbooks for Class VIII Middle School with 2013 Curriculum at MTsN 3 Indramayu, West Java*. Syarif Hidayatullah State Islamic University.
- Hidayati, M. (2021) *Analysis of character education values in class 1 thematic books themes myself Curriculum 2013 revised edition 2017*, *Journal of Food Technology Applications*. Sunan Ampel State Islamic University, Surabaya. Available at: http://www.ejurnal.its.ac.id/index.php/sains_seni/article/view/10544%0Ahttps://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=tawuran+antar+student&btnG=%0Ahttps://doi.org/10.1016/j.jfca.2019.103237.
- Hutama, F. S., Anhar, H. A. & Haidar, D. A. (2019) 'Content of Character Education Values in Reading Texts in Class IV Student Books The Beauty of Togetherness Theme', *EDUCARE: Journal of Primary Education*, 1(1), p. 85– 100. doi:10.35719/educare.v1i1.8. III, B. A. B. and Research, M. (2021) 'Eva Precilia Lukman, 2021 CONTENT OF CHARACTER VALUES IN IPS CLASS VII CURRICULUM TEXTBOOK 2013 Universitas Pendidikan Indonesia | repository.upi.edu | library.upi.edu 59', p. 59–77.
- Hutama, F. S., Anhar, H. A., & Haidar, D. A. (2019). Muatan Nilai-Nilai Pendidikan Karakter dalam Teks Bacaan pada Buku Siswa Kelas IV Tema Indahnnya Kebersamaan. *EDUCARE: Jurnal Pendidikan Dasar*, 1(1), 85–100. <https://doi.org/10.35719/educare.v1i1.8>
- Indonesian Child Protection Commission (2001) *Child Complaint Case Data 2016 – 2020, Indonesian Child Protection Commission Data and Complaints Division 2020*. Available at: <https://bankdata.kpai.go.id/tabulasi-data/data-case-pengaduan-kids-2016-2020>.
- Mardikarini, S., & Suwarjo, S. (2016). Analisis Muatan Nilai Karakter dalam Buku Teks Kurikulum 2013. *Jurnal Pendidikan Karakter*, 6(2), 261–274. <https://doi.org/10.21831/jpk.v6i2.12057>
- Mardikarini, S. and Suwarjo, S. (2016) 'Analysis of the Content of Character Values in the 2013 Curriculum Textbook Teacher's Handbook and Student Handbook', *Journal of Character Education*, 6(2), p. 261–274. doi:10.21831/jpk.v6i2.12057.
- Minggawati, D. (2015) *Development of Social Studies Textbooks for Middle School Curriculum 2013 for Class VIII Semester 1*. Semarang State University. doi: 10.1145/31328473132886.
- Ministry of Education and Culture (2017) *Social Sciences*. Jakarta: Ministry of Education and Culture.
- Moleong, L. (2018) *Qualitative Research Methodology*. Bandung: Rosdakarya Youth.
- Mailindri, H. (2016) *Analysis of the Quality of Social Studies Subject Books for Class III SD Negeri Rawamangun 05 East Jakarta*. State University of Jakarta.

- Ridla, U. (2017) Text Analysis of Social Studies Student Books for Class VII Curriculum 2013. Maulana Malik Ibrahim State Islamic University.
- Supriadi, A. (2018). Peran Pendidikan Karakter dalam Membentuk Moralitas Peserta Didik. *Jurnal Pendidikan Karakter*, 9(1), 21–35. <https://doi.org/10.21831/jpk.v9i1.21457>
- Sugiyono (2018) Educational research methods quantitative, qualitative, and R&D approaches. Bandung: Alfabeta.